

English, Grade 11 University ENG3U	
Lesson 2: What is theme?	
<p><b>Connections to Financial Literacy</b></p> <p>Financial Literacy knowledge and skills addressed in this lesson:</p> <ul style="list-style-type: none"> <li>✓ Students acquire the knowledge and skills that will enable them to understand and respond to complex issues;</li> <li>✓ Students develop and understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.</li> </ul> <p><i>(Financial Literacy: Scope and Sequence of Expectations 9-12, p. 3)</i></p>	<p><b>Text Forms Explored in Lesson</b> Film</p> <p><b>Text Forms Created in Lesson</b></p> <p>Response journals On line discussion boards Essay outline</p>
Curriculum Expectations	
ORAL COMMUNICATION	
<p><b>Overall Expectations:</b> By the end of this course, students will:</p>	
<p><b>1. Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p><b>Specific Expectations:</b></p> <p><b>Purpose</b> 1.1 identify the purpose of a range of listening tasks and set goals for specific tasks</p> <p><b>Using Active Listening Strategies</b> 1.2 select and use the most appropriate active listening strategies when participating in a range of situations</p> <p><b>Using Listening Comprehension Strategies</b> 1.3 select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts</p>
<p><b>2. Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p><b>Purpose</b> 2.1 communicate orally for a range of purposes, using language appropriate for the intended audience</p> <p><b>Interpersonal Speaking Strategies</b> 2.2 demonstrate an understanding of a variety of</p>

	<p>interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences</p> <p><b>Clarity and Coherence</b></p> <p><b>2.3</b> communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience</p>
<p style="text-align: center;"><b>READING AND LITERATURE STUDIES</b></p>	
<p><b>Overall Expectations:</b></p> <p>By the end of this course, students will:</p>	<p><b>Specific Expectations:</b></p>
<p><b>1. Reading for Meaning:</b> read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning</p>	<p><b>Variety of Texts</b></p> <p><b>1.1</b> read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading</p> <p><b>Using Reading Comprehension Strategies</b></p> <p><b>1.2</b> select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts</p> <p><b>Demonstrating Understanding of Content</b></p> <p><b>1.3</b> identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts</p> <p><b>Making Inferences</b></p> <p><b>1.4</b> make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts</p> <p><b>Extending Understanding of Texts</b></p> <p><b>1.5</b> extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p><b>Analysing Texts</b></p> <p><b>1.6</b> analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</p> <p><b>Evaluating Texts</b></p> <p><b>1.7</b> evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text to support their opinions</p> <p><b>Critical Literacy</b></p> <p><b>1.8</b> identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power</p>

<p><b>2. Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<p><b>Text Forms</b>  <b>2.1</b> identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning</p> <p><b>Text Features</b>  <b>2.2</b> identify a variety of text features and explain how they help communicate meaning</p> <p><b>Elements of Style</b>  <b>2.3</b> identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts</p>
<p style="text-align: center;"><b>WRITING</b></p>	
<p><b>Overall Expectations:</b>  By the end of this course, students will:</p>	<p><b>Specific Expectations:</b></p>
<p><b>1. Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p><b>Identifying Topic, Purpose, and Audience</b>  <b>1.1</b> identify the topic, purpose, and audience for a variety of writing tasks</p> <p><b>Generating and Developing Ideas</b>  <b>1.2</b> generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p><b>Research</b>  <b>1.3</b> locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p><b>Organizing Ideas</b>  <b>1.4</b> identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing</p> <p><b>Reviewing Content</b>  <b>1.5</b> determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task</p>
<p><b>2. Using Knowledge of Form and Style:</b> draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p><b>Form</b>  <b>2.1</b> write for different purposes and audiences using a variety of literary, informational, and graphic forms</p> <p><b>Voice</b>  <b>2.2</b> establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing</p> <p><b>Diction</b>  <b>2.3</b> use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience</p>

	<p><b>Critical Literacy</b> 2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing</p> <p><b>Revision</b> 2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies</p> <p><b>Producing Drafts</b> 2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations</p>
<p><b>3. Applying Knowledge of Conventions:</b> use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<p><b>Punctuation</b> 3.3 use punctuation correctly and effectively to communicate their intended meaning</p> <p><b>Producing Finished Works</b> 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p>
<p><b>4. Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process</p>	<p><b>Metacognition</b> 4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps they can take to improve their skills</p>
<p><b>MEDIA STUDIES</b></p>	
<p><b>Overall Expectations:</b> By the end of this course, students will:</p>	<p><b>Specific Expectations:</b></p>
<p><b>1. Understanding Media Texts:</b> demonstrate an understanding of a variety of media texts</p>	<p><b>Purpose and Audience</b> 1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences</p> <p><b>Interpreting Messages</b> 1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey</p> <p><b>Evaluating Texts</b> 1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose</p> <p><b>Audience Responses</b> 1.4 explain why the same media text might prompt different responses from different audiences</p> <p><b>Critical Literacy</b> 1.5 identify the perspectives and/or biases evident</p>

	<p>in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power</p> <p><b>Production Perspectives</b></p> <p>1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry</p>	
<p><b>2. Understanding Media Forms, Conventions, and Techniques:</b> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<p><b>Form</b></p> <p>2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning</p> <p><b>Conventions and Techniques</b></p> <p>2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience</p>	
<p><b>4. Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts</p>	<p><b>Metacognition</b></p> <p>4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills</p> <p><b>Interconnected Skills</b></p> <p>4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts</p>	
<h2>Learning Goals</h2>		
<p><b>By the end of this lesson students will know, understand, be able to:</b></p> <ul style="list-style-type: none"><li>• articulate how an author has used “Design Elements” – Character, Location, Structure, Tropes, Perspective, and Rhetoric in a film</li><li>• identify repetitive and complementary patterns in the author’s use of two or more design elements</li><li>• assess the effectiveness of the author’s use of “Design Elements” on their own and in concert with other “Design Elements”</li><li>• identify and articulate the theme related to Financial Literacy in a film (what is the author suggesting about wealth in country like India, poverty in a city such as Mumbai, the lives of people who lived in a “slum”, etc.)</li><li>• articulate how an author has used “Design Elements” to create a theme in a film</li><li>• consider how the form of the text impacts not only the delivery of the Design Elements, but also the way in which they are emphasized for the intended audience</li></ul>		
<h2>Instructional Components and Context</h2>		
<p><b>Readiness &amp; Instructional Strategies</b></p>	<p><b>Terminology</b></p>	<p><b>Materials</b></p>

<p>Students should be familiar with the following literary elements and be able to identify them in a literary text:</p> <ul style="list-style-type: none"><li>• Setting/ Location</li><li>• Character</li><li>• Perspective</li><li>• Structure</li><li>• Figures of speech, including:<ul style="list-style-type: none"><li>◦ Metaphor, simile, symbolism, allusion, personification</li></ul></li><li>• Rhetorical elements such as:<ul style="list-style-type: none"><li>◦ Denotation, connotation, jargon, dialect, slang</li></ul></li></ul>	<p><b>Related to Curriculum</b></p> <ul style="list-style-type: none"><li>• Design Elements</li><li>• Theme</li><li>• Passive vs active viewing of text</li><li>• Thesis / Thesis Statement</li></ul> <p><b>Related to Financial Literacy</b></p> <ul style="list-style-type: none"><li>• Slums</li><li>• Urbanization</li><li>• Wallah</li><li>• Chai wallah</li><li>• Call Center</li></ul>	<p><b>Minds On</b></p> <p>If possible, access to computer lab</p> <p><b>Action</b></p> <p>Handout 2-1: Elements of Cognitive Design</p> <p>Handout 2-2: Elements in the Film Slumdog Millionaire</p> <p>Access to a computers</p> <p>Video projector</p> <p>Access to a wiki or blogging site where students can post reflections after discussion and respond to the posts of peers (e.g. wikispaces, wordpress, turnitin.com)</p>						
<p><b>Minds On</b></p> <ul style="list-style-type: none"><li>♦ Establishing a positive learning environment</li><li>♦ Connecting to prior learning and/or experiences</li><li>♦ Setting the context for learning</li></ul>								
<p><b>Lesson Description</b></p>		<p><b>Notes to teacher:</b></p>						
<p>Mumbai, India is the setting for this series of lessons and the next, where student will be reading the book, <i>Behind the Beautiful Forevers</i>.</p> <p>In order for students to appreciate the events in the film and the book, it would be beneficial to spend some time helping students build their schema around the shifting economical climate in India and the things that are causing the economy to change and the benefits and problems these changes are causing for the people of India.</p> <p>1. Prior to beginning the film <i>Slumdog Millionaire</i>, ask students to brainstorm all the things that they know and assume about India the state of the economy in India. Have them try to include things related to small village areas and also to large cities such as Mumbai. Have them record their idea on a chart such as this:</p> <table><tr><th>Know</th><th>Assume</th><th></th></tr><tr><td></td><td></td><td></td></tr></table>		Know	Assume					<p><b>Note:</b> Teachers will need to use their professional judgement to determine how long it will take to cover the content in this lesson.</p> <p><b>A guideline is:</b></p> <ul style="list-style-type: none"><li>◦ One day to complete Minds On activity, research, and discussion board posts</li><li>◦ Four to five days to view, reflect on and discuss the film and the writer's craft</li><li>◦ Two to three days to develop culminating task, co-construct success criteria, respond to the tasks created by peers, and polish task</li></ul> <p><b>A for L</b> Assessment <b>for</b> learning</p> <p>As the students work in groups and share knowledge, assumptions, and questions, monitor conversations to determine if students might need more guidance to focus their research on India and the Indian economy. Let students know that although the cultures of India are reflected in movie, that the more important questions they want to focus on are the ones that might link culture to economic growth or exclusion from growth.</p>
Know	Assume							

2. Ask students to share their ideas in groups of 3 or 4. Once they have had an opportunity to share, ask students to add the word Wonder to the third column on the chart. Have them identify 3 or 4 things that they wonder about the economy in India and the impact on people who live there.

Know	Assume	WONDER

3. Have students share their questions in their groups and then ask each group to identify the best two questions they heard.

4. Have each group share their best question. Have them actively listen to the questions of others so that each group will be able to share a question that is inherently different from the ones shared by other groups.

5. Have each student select 3 questions from his/her list or the questions that they heard from their classmates to research overnight. (alternately, if you have access to a computer lab, students can do research in class time and then post their findings, in their own words, in an online discussion board which the teacher creates – these are available through many board Learning Management Systems or through Turnitin.com)

6. After they post their own findings, they should read the findings of their peers and respond to the posts of two peers.

The responses to peers should comment on:

- ✓ things student found surprising,
- ✓ things that connected to something the student discovered,
- ✓ things that contradicted something they discovered.

#### **Assessment as Learning**

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class. For the discussion board, Assessment as Learning to be used to move learning forward for students:

- ✓ Have students co-construct success criteria for an effective discussion board post and peer response
- ✓ Have students use the co-constructed criteria to assess their own work and that of peers. Having students reflect on their polished work and then identify the



	<p>success criteria for which they would like the teacher to provide feedback is an effective use of descriptive feedback, and a practice which helps to develop students' metacognitive skills, and move their learning forward</p>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>♦ Introducing new learning or extending/reinforcing prior learning</li> <li>♦ Providing opportunities for practice and application of learning (guided → independent)</li> </ul>	
Lesson Description	Notes to teacher:
<p>1. Provide students with <b>Handout 2-1: Elements of Cognitive Design</b>. Teacher should model his/ her thinking around <b>one</b> of the design elements for an introductory segment of the film (approximately 25 to 30 minutes).</p> <p>Note: Teacher modeling of thinking is a very effective reading/ viewing strategy. Students often do not <b>actively</b> view media texts. Thinking around Structure is a very good choice for teacher modeling and a way to help students move from being <b>passive</b> into <b>active viewers</b> of text.</p> <p><b>Some structural elements that could be highlighted by teacher:</b></p> <ul style="list-style-type: none"> <li>• Use of shifts between short segments</li> <li>• Use of initial, unclear storyline/ conflict</li> <li>• Juxtaposition of past and present</li> <li>• Juxtaposition between setting</li> <li>• Juxtaposition of camera angle</li> <li>• Use of structure to create/ support a sense of instability or unpredictability</li> </ul> <p>2. As a class, view the rest of the film, <i>Slumdog Millionaire</i>, in four more segments. For each of these segments, have student select a different design element.</p> <p>3. On their own have students respond to the prompts on <b>Handout 2-2: Elements in the Film Slumdog Millionaire</b>. (Note: some students may wish to review parts of the movie as they prepare their response. Consider playing parts of the movie (without sound or with sound at a low level of volume in the</p>	<p><b>A<sub>for</sub>L</b> <b>Assessment for learning</b></p> <p>As students independently prepare their responses to the questions on Handout 2-2. Some students may need guidance in selecting the most effective questions on which to focus their attention. The teacher might also discover that students are not selecting one or more of the Cognitive Design elements in which case s/he could model their thinking during the next class around one of those elements.</p> <p><b>A<sub>for</sub>L</b> <b>Assessment for learning</b></p> <p>While productive group work is occurring, the teacher circulates to monitor:</p> <ul style="list-style-type: none"> <li>✓ <i>Comprehension.</i></li> <li>✓ <i>Use of elements of Cognitive Design and students' selection of examples of elements in use.</i></li> </ul>



background) as students prepare the response they share with peers.

4. After students have had an opportunity to reflect on their own and record their ideas about the use of Cognitive Design Elements, move them into groups of 4 to have a conversation about what they noticed in relation to the Cognitive Design Element they selected. Ideally students would work with students who have selected a different Cognitive Design Element than they did so that they have an opportunity to notice overlap in the elements and the way they are used in the film.
5. Repeat this process of selecting Cognitive Design Element, watching, reflecting independently, sharing with peers, adding to reflections for the next three classes.
6. As homework, ask students to post a response on a Discussion Board where the discussion threads are named for each of the Design Elements. Ask students to read and respond to posts of two peers who were not in their group.

- ✓ *How students are interacting with one another to build each other's knowledge.*
- ✓ *Body language and movement associated with meaningful conversations, and shared visual gaze on materials.*
- ✓ *Students are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*



### Differentiated Instruction

By allowing students to post responses on a Discussion Board, the teacher is allowing students who need more processing time to develop fuller and more coherent answers. Students will also be able to return to the Discussion Board posts when they prepare their Culminating Activity: an Essay Outline.



### Assessment for learning

Discussion Boards are an effective way to engage students in academic conversations about text. As you assess the posts students write on the

Discussion Board, encourage them to include questions they have about the use of Cognitive Design and also the realizations they have as a result of reading the posts of their peers.

Discussion Boards also provide teachers with an authentic and timely response to the posts of students where all students can benefit at their own pace. Teachers can also provide clarification and redirection both on the Discussion Board and the next day in class.

## Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

- Provide students with an opportunity to develop theme statements for *Slumdog Millionaire*. Theme statements should include a “what” and a “so what”. Theme is a statement about what the author seems to be implying about an important topic within the work. The students will know that they are correct about the theme of a work if they can show that the Design Elements all support the idea they propose. If all the elements do not support the theme, they should adjust their theme.
- Theme statements then become a thesis statement by adding a “how” and including the author’s name and the title of the work. For this series of lessons, the “how” should be one specific Design Element (**Suggestion:** Encourage students to avoid selecting character as their element for analysis; this is an element which they have extensive experience analyzing prior to grade 11. Encourage students to work in their zone of proximal development in order to expand their knowledge and skills related to analyzing literary elements.)

### Culminating Task:

Students develop the outline for one subtopic (Design Element) for an Essay they would write about the Financial Literacy linked theme in the film *Slumdog Millionaire*.

It is not necessary for students to write an essay to demonstrate the skills developed in this lesson. By having students develop an outline, they will be able to focus on the skills related to the selection, organization, and analysis of evidence.

### Sample theme statement:

The novel suggests that often people are ashamed of the things that happened to them during their lives, and in attempt to change or resolve these issues, people only worsen their situation by covering up their personal faults with denial and deception.

### Sample thesis statement

The novel *Saving Fish from Drowning* by Amy Tan suggests that often people are ashamed of the things that happened to them during their lives, and in attempt to change or resolve these issues, the people only worsen their situation by covering up their personal faults with denial and deception. This can be seen in the author’s use of location design in the novel.



### Differentiated Instruction

Providing students with choice about the topic for their subtopic differentiates product based on student interest and choice.

### Assessment as learning

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class. For the culminating activity there are two opportunities for Assessment as Learning to be used effectively to move learning forward for students:

- ✓ Have students co-construct success criteria for an effective theme statement for a literary analysis by either providing them with example theme statements or by having them generate a draft theme

statement which can be assessed by the whole class (based on this film or a different work.)

- ✓ Have students co-construct success criteria for an effective subtopic (series of supported opinion paragraphs in a complete essay)
- ✓ Have students use the co-constructed criteria to assess their own work and that of peers. Having students reflect on their polished work and then identify the success criteria for which they would like the teacher to provide feedback is an effective use of descriptive feedback, and a practice which helps to develop students' metacognitive skills, and move their learning forward.

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